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**Indicator 8: Parent Involvement**

**Overview**

**Why is the SD Parent Involvement Survey needed?**

The South Dakota Office of Special Education Programs (SEP) is federally required by the U.S. Department of Education to survey parents of children receiving special education services under the Individual with Disabilities Education Act (IDEA). The SD Parent Involvement Survey is SD’s survey tool for collecting parent feedback. SEP must report the collected survey data in Indicator 8: Parent Involvement on the annual federal State Performance Plan (SPP).

The SD Parent Involvement Survey gives parents of students with disabilities the opportunity to provide confidential input to help guide efforts to improve services and results for children and families in South Dakota. Parents’ responses are very important to SEP. The survey results will be summarized for the state as a whole and broken out by individual school district. The summary information will be provided to each school district to assist in improving district and state-wide facilitation of positive parent involvement.

**What is Indicator 8: Parent Involvement?**

**Indicator 8 Overview:** Indicator 8 is a results indicator on the federally required State Performance Plan (SPP). Indicator 8 measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Indicator 8 Goal:** The goal of Indicator 8 is to improve services and results for students with Individual Education Programs (IEPs) by facilitating positive parent involvement.

**Indicator 8** **Measurements:** Indicator 8 measures two items: Parent Involvement Score and Response Rate.

**What is the “Parent Involvement Score” measurement and target?**

**Parent Involvement Measurement:** The Indicator 8 Parent Involvement Score/Percent = [(# of respondent parents who report schools facilitated parent involvement) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Parent Involvement Target:** SEP and districts strive to meet the below targets:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FFY | 2024 | 2025 | 2026 | 2027 | 2028 |
| Target: | 82.50% | 83.00% | 83.50% | 84.00% | 84.50% |

**What is the “Response Rate” measurement and target?**

**Response Rate Measurement:** The Indicator 8 Response Rate Percent = [(# of respondent parents) divided by (# of parents to whom the surveys were distributed as determined through the previous school year Child Count)] times 100.

**Response Rate Target:** SEP and districts strive to meet the below target for the response rate from parents:

|  |  |
| --- | --- |
| Target: | 20.00% |

**What is the distribution process for the SD Parent Involvement Survey?**

SEP surveys South Dakota parents via the SD Parent Involvement Survey. SEP provides paper surveys, envelopes, and the on-line survey link to all South Dakota school districts. Districts can also request paper surveys in Spanish and Karen from SEP. The online survey is available in English and Spanish. Districts distribute the surveys to every parent of children receiving special education services in their districts. Districts should make every effort to encourage survey participation across all student demographic groups, including race/ethnicity and disability.

**What is the distribution timeline for the SD Parent Involvement Survey?**

|  |  |
| --- | --- |
| July | SEP prints, packages, and mails paper surveys and pre-printed envelopes and provides the on-line survey link to all districts. |
| September through May 31 | Districts distribute and collect the paper or on-line survey to all parents with children receiving special education services in the district. |
| April | SEP contacts districts with to-date survey response rates below 20%. |
| August | SEP provides districts with their parent survey results. Districts not meeting the 20.00% **Response Rate target** OR not meeting the **Parent Involvement Score target** will complete the enclosed *District Reflection* to develop a plan for how the district will improve facilitation of positive parent involvement. |

**What if I have more questions?**

For further questions regarding Indicator 8, please:

* Visit Indicator 8 resources at the [SD State Performance Plan website](https://doe.sd.gov/sped/spp.aspx)
* Contact Stacy Holzbauer, SEP Program Specialist, at [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)

*Updated July 2025*

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**District Reflection**

This District Reflection is available for districts personnel to stimulate thinking and discussion regarding key factors in facilitating positive parent involvement as a means of improving services and results for children with disabilities.

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**Directions for completing the District Reflection:**

* **RESPONSE RATE:** For districts below target on Response Rate, answer the questions under this section.
* **PARENT INVOLVEMENT SCORE:** For districts below target on Parent Involvement Score, identify one scale (IEP, Communication, Parent Rights, Partnership, or Resources) to improve. Answer all questions under that scale. Completing more than one scale is optional.
* E-mail completed District Reflection (either entire document or just the completed section) to [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us).

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**RESPONSE RATE**

* What is the district policy regarding distribution of the paper survey or on-line survey link to parents?
* How does the district train staff on the purpose of the survey and the importance of distributing it?
* How does the district explain the purpose and importance of the parent survey to parents?
* How does the district encourage survey participation across all student demographic groups, including race/ethnicity, disability, and grade?
* What are the district methods for monitoring or tracking survey response rate?
* How will the district improve their Parent Survey Response Rate **this school year**?

**PARENT INVOLVEMENT SCORE**

Identify one scale to improve. Completing more than one scale is optional.

**1. Individual Education Program (IEP)**

* What are the district methods for gathering parent input before, during, and after IEP meetings?
* How does the district ensure that IEPs are carried out as discussed and written?
* What are the methods and timelines for communicating annual IEP goal progress to parents?
* How will the district improve IEP input/involvement with parents **this school year**?

**2. Communication**

* How do teachers and administrators make themselves available and approachable for parent questions and concerns?
* How does the district ensure that teachers are writing documents with wording and explanations that parents can understand?
* How will the district improve communication with parents **this school year**?

**3.** **Parent Rights**

* How does the district distribute and explain the Parental Rights and Procedural Safeguards to parents?
* How does the district ensure that parents understand their options if they disagree with a school decision?
* How will the district improve understanding of parent rights **this school year**?

**4. Partnership**

* How does the district ensure that parents are treated as an equal partner with professionals in planning their child’s special education program?
* What professional development does the district provide to district personnel centered on family engagement, parent involvement, or communicating with parents?
* How will the district improve partnership with parents **this school year**?

**5. Resources**

* What information does the district give parents about organizations and trainings that offer support for parents of students with disabilities?
* What is the district process for providing information to parents and students regarding Transition Planning (future employment, education, independent living, or adult service agencies)?
* How will the district improve information distribution to parents **this school year?**